



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

738 S Longmore, Mesa, AZ 85202

Mesa Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Dr. Devon L. Isherwood  
Schedule : 7:15 AM to 3:45 PM  
Grades : Pre-K-6  
2004 Enrollment : 893  
Web Address :  
Phone Number : (480) 472-4300  
Fax Number : (480) 472-4350  
E-mail : dlisherw@mpsaz.org

### Mission

Adams School is an inclusive, safe, loving environment where everyone is treated with dignity and respect and diversity is appreciated. We believe all children want to be and can be successful learners. We empower parents, students and teachers to be proactive, problem solve and learn together. As their child's first teacher, partnerships with parents are important to ensure optimal progress. Our high expectations ensure all students become readers, writers, thinkers, problem solvers and doers.

### School / Academic Goals

- ü Literacy: Ensure that all students become fluent readers, competent writers and users of language to learn new things, comprehend, express thoughts, knowledge and feelings.
- ü Mathematics: Ensure that all students learn to understand, compute and use mathematical principles, operations and skills to solve mathematical problems quickly and accurately.
- ü Science: Ensure that all students experience real science with opportunities to use inquiry and the scientific method to experience and understand scientific phenomena and learn scientific content.

### Enrollment

October 1, 2003 School Year Student Enrollment : 982  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 175

## Instructional Programs

- Ü Comprehensive K-6 Program
- Ü Conscious Discipline
- Ü Family Literacy
- Ü Early Learning Program
- Ü Head Start
- Ü Boeing Math and Science Partnership
- Ü Guided Language Acquisition Design
- Ü Structured English Immersion

## Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

We work with parents to support student success by having high standards and expectations; providing a safe, loving learning environment; regularly communicating with parents; providing a family resource center; and holding family events and classes.

### Parents

Parents support children's success by working with the classroom teacher and school staff; having positive attitudes about school and learning; reading to and with children daily; providing time and place for homework; ensuring children come to school on time and ready to learn.

## Transportation Policy

Busing is provided for students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Special transportation for special education students is addressed in the IEP.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Chase Manhattan School Change Award	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5651	75509	100	98	100	513	532	521	19	9	13	21	19	23	31	33	33	29	39	31
All Students (Prior Year)	128	5599	75372	100	98	100	528	536	523	5	5	9	22	18	25	41	38	36	32	39	30
Female	62	2784	37013	98	98	100	513	534	522	21	9	12	19	19	24	30	34	33	30	39	31
Male	57	2859	38430	100	98	99	512	531	521	17	10	14	23	19	22	33	32	33	27	38	31
African American	11	218	3660	100	98	99	501	509	496	27	17	24	18	26	31	18	32	28	36	25	18
Hispanic	69	1862	30486	100	99	99	512	515	505	18	13	18	23	25	29	29	35	32	30	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	29	3216	35192	97	98	99	517	544	534	18	6	8	25	15	19	39	32	35	18	46	39
Students with Disabilities	12	599	9708	100	100	100	473	484	489	75	35	32	0	28	27	13	21	24	13	15	17
Students without Disabilities	107	5052	65801	99	98	98	516	537	525	14	7	11	23	18	23	33	34	34	30	41	33
Limited English Proficient Students	40	1053	16928	100	100	100	506	506	485	18	17	29	32	27	33	25	33	26	25	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	88	2909	36411				514	514	503	18	14	19	23	24	29	29	34	32	29	27	20
Non-Economically Disadvantaged	31	2742	39040				511	550	534	22	5	8	15	14	19	37	32	34	26	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5641	75492	100	98	100	505	522	519	18	11	12	23	14	16	47	48	47	12	27	24
All Students (Prior Year)	122	5584	75221	96	98	100	518	528	523	5	5	8	21	12	16	56	59	56	17	23	21
Female	63	2785	37014	100	98	100	506	526	523	16	9	10	26	13	15	45	49	48	14	29	27
Male	57	2850	38400	100	98	99	503	518	516	22	13	14	20	16	17	49	48	47	9	24	21
African American	11	218	3665	100	98	99	506	509	505	20	14	20	10	22	22	50	53	43	20	11	14
Hispanic	70	1851	30438	100	98	99	504	509	508	20	17	17	22	20	21	51	49	47	7	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	29	3215	35177	97	98	99	506	530	528	14	7	8	32	11	13	36	48	49	18	34	31
Students with Disabilities	12	589	9707	100	98	100	499	487	495	20	43	33	40	18	21	40	30	33	0	9	13
Students without Disabilities	108	5052	65785	100	98	98	505	525	522	18	7	10	22	14	16	47	50	49	12	28	26
Limited English Proficient Students	41	1047	16905	100	100	100	497	499	489	29	25	34	21	24	28	43	40	32	7	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	89	2904	36302				500	510	507	20	16	18	25	19	21	47	49	46	8	15	14
Non-Economically Disadvantaged	31	2737	39164				519	534	528	13	5	8	17	10	13	46	48	48	25	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5611	75053	100	98	99	536	578	597	13	10	7	17	14	12	69	68	72	1	7	9
All Students (Prior Year)	120	5503	73654	94	97	99	527	530	530	9	7	9	12	12	13	76	77	70	3	5	7
Female	63	2774	36872	100	98	99	538	604	621	19	6	5	11	11	9	68	73	74	2	10	12
Male	56	2831	38109	100	97	99	533	552	573	5	14	10	25	17	14	70	64	69	0	4	6
African American	11	216	3636	100	97	99	522	545	568	30	15	12	10	18	16	60	62	67	0	4	6
Hispanic	70	1847	30235	100	98	98	545	541	575	13	14	9	15	17	14	71	66	70	2	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	28	3193	35028	93	97	99	528	599	613	12	8	6	23	12	10	65	70	73	0	10	11
Students with Disabilities	11	588	9625	100	98	100	549	489	530	33	33	21	0	23	21	67	42	55	0	2	4
Students without Disabilities	108	5023	65428	100	98	98	536	587	604	12	8	6	17	13	11	69	71	73	1	8	10
Limited English Proficient Students	41	1044	16765	100	100	100	532	524	525	11	16	17	25	20	20	64	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	88	2890	36077				531	542	566	15	14	10	18	17	16	65	65	69	1	3	5
Non-Economically Disadvantaged	31	2721	38950				554	613	618	4	6	5	13	11	9	83	71	73	0	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	5809	76019	100	99	100	489	514	499	12	9	14	51	34	39	11	13	14	27	44	33
All Students (Prior Year)	100	5726	76230	96	98	100	497	517	498	11	6	12	38	31	38	11	13	12	40	50	37
Female	60	2821	37207	100	99	100	494	514	499	10	8	12	45	35	41	18	13	14	27	44	33
Male	65	2979	38677	100	99	100	484	515	498	13	11	15	56	32	38	4	13	13	27	45	34
African American	10	224	3817	100	98	100	474	489	475	20	14	23	40	49	47	20	9	11	20	28	18
Hispanic	71	1790	29458	100	99	100	484	490	480	13	15	20	60	48	48	10	11	12	17	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	36	3386	35880	100	98	100	496	529	515	9	5	7	47	26	32	9	14	16	35	55	45
Students with Disabilities	20	619	9786	100	100	100	420	460	457	50	40	39	50	39	40	0	7	7	0	14	13
Students without Disabilities	105	5190	66233	99	98	99	496	519	503	7	6	11	51	33	39	12	14	14	30	47	35
Limited English Proficient Students	43	972	15206	100	100	100	489	477	459	7	20	31	61	53	53	14	10	7	18	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	101	2753	35714				489	493	480	12	15	20	49	44	47	12	12	12	26	29	20
Non-Economically Disadvantaged	24	3056	40266				487	531	513	9	5	9	57	25	33	4	14	15	30	56	43

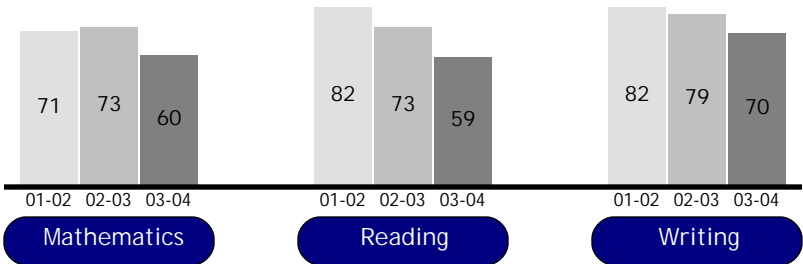
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	5803	76020	100	99	100	487	507	503	50	20	25	26	22	23	25	43	40	0	16	12
All Students (Prior Year)	97	5721	76202	93	98	100	501	510	505	19	11	19	33	21	24	37	53	46	11	14	11
Female	60	2820	37213	100	99	100	490	508	504	41	17	22	27	21	23	31	46	42	0	16	13
Male	65	2973	38666	100	99	100	485	505	501	57	22	29	24	22	22	19	41	38	0	16	12
African American	10	224	3819	100	98	100	490	499	494	50	28	37	10	27	26	40	36	31	0	10	6
Hispanic	71	1784	29442	100	99	99	486	496	494	51	33	37	26	26	26	23	34	31	0	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	36	3386	35890	100	98	100	488	513	511	47	12	15	32	19	20	21	48	48	0	21	18
Students with Disabilities	20	617	9784	100	100	100	475	487	485	82	57	58	9	18	19	9	19	19	0	6	4
Students without Disabilities	105	5186	66236	99	98	99	489	509	504	46	16	23	28	22	23	27	45	42	0	17	13
Limited English Proficient Students	43	967	15198	100	100	100	488	490	483	39	43	59	39	28	25	21	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	101	2745	35703				488	497	494	49	31	37	25	26	26	25	36	31	0	8	6
Non-Economically Disadvantaged	24	3058	40274				486	514	509	50	11	17	27	18	20	23	49	47	0	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	5771	75673	100	98	100	500	530	530	19	15	12	28	25	25	53	56	58	0	5	4
All Students (Prior Year)	98	5622	74692	94	96	99	482	510	502	31	12	18	27	26	27	39	53	47	3	9	8
Female	60	2805	37099	100	98	100	515	549	548	12	10	8	30	22	22	58	62	64	0	6	6
Male	65	2956	38441	100	98	99	486	511	513	26	19	16	26	27	29	48	50	52	0	3	3
African American	10	224	3791	100	98	99	509	509	506	10	20	18	30	24	29	60	55	50	0	1	3
Hispanic	71	1776	29305	100	99	99	479	495	507	29	21	16	27	33	31	44	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	36	3366	35760	100	98	99	521	549	550	12	11	9	29	20	21	59	62	64	0	7	6
Students with Disabilities	20	605	9706	100	100	100	470	444	462	50	48	36	10	24	32	40	25	31	0	2	1
Students without Disabilities	105	5166	65967	99	98	99	503	537	536	16	12	10	30	25	25	54	59	60	0	5	5
Limited English Proficient Students	43	961	15115	100	100	100	481	475	471	25	28	26	29	38	38	46	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	101	2731	35541				496	500	504	18	20	17	28	31	31	54	47	50	0	2	2
Non-Economically Disadvantaged	24	3040	40091				514	553	550	23	10	9	27	19	21	50	63	64	0	7	6

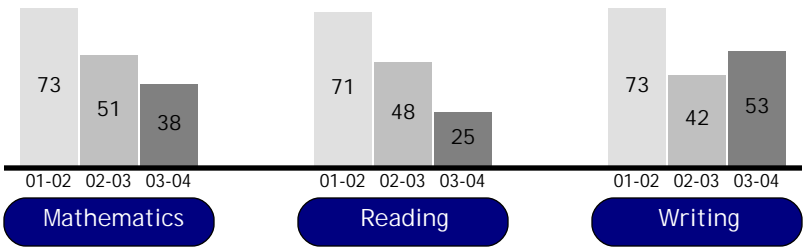
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	48	51	44	91	46	61	50	83	45	NA	58
	Language	98	39	42	39	96	35	49	43	93	37	53	50
	Mathematics	96	58	57	52	97	50	67	57	95	49	71	64
3	Reading	99	27	50	43	92	36	57	47	91	38	NA	55
	Language	99	33	53	50	94	54	61	54	92	45	63	61
	Mathematics	99	34	55	50	92	55	64	54	93	54	66	61
4	Reading	99	29	51	47	90	35	62	52	94	33	NA	56
	Language	100	27	47	45	93	33	54	48	99	32	55	52
	Mathematics	97	40	59	52	96	58	68	57	99	46	68	61
5	Reading	97	33	51	46	93	36	59	50	97	35	NA	55
	Language	97	27	45	43	91	27	53	46	98	30	55	49
	Mathematics	92	51	63	54	91	50	68	57	98	60	71	63
6	Reading	99	33	56	49	90	50	62	53	95	47	NA	56
	Language	100	23	47	42	95	42	53	45	98	35	55	48
	Mathematics	97	48	71	58	95	70	75	62	96	61	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Adams Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Academic Goals
- Ü Student Discipline, School Safety Issues
- Ü Budget Priorities
- Ü Attendance and Tardy Policy
- Ü Homework Policy
- Ü Quality Service

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.50
Other Professional Staff	2.25	Teacher Aide	30.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	8	3	0	0
7 to 9 years	9	0	0	0
10 or more years	14	7	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	38
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Gym
- Ü Music Rooms

### Extracurricular Activities

- Ü Student Council
- Ü Homework Clubs
- Ü Trendsetters
- Ü Drill Team

### Social Services

- Ü Adult Literacy Education
- Ü After School Programs
- Ü Tutoring Programs
- Ü Counseling Services
- Ü Family Resource Center



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	4	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	43	53
Grades 3-4	65	56
Grades 4-5	66	66
Grades 5-6	81	86

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Adams Agreements: Be Respectful, Be Responsible, Be Kind, Be Helpful, Be Safe. We use Conscious Discipline to teach the skills needed to successfully manage life tasks, forming relationships, communicating effectively, being sensitive to others needs, getting along with others and anger management, helpfulness, assertiveness, impulse control, cooperation and empathy. Every adult's job is to keep students safe and the students' job is to help keep it that way. Safety is the bottom line.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	D. Isherwood	(480) 472-4300
Transportation Policy	Community Relations	(480) 472-0000
Community Resources	D. Isherwood	(480) 472-4300
School Nutrition Programs	Jean Freeman	(480) 472-4368
Parent Organization		
Student Health/Nurse	Carla Sakkijha	(480) 472-4364

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.